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ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. and introduces students to world resources, economic systems, monetary exchange, and trade. The booklets are designed to introduce students to key aspects of global trade and to help them understand how most countries are economically the worker, and the consumer. This booklet is designed to introduce students to key aspects of global trade and to help them understand how most countries are economically interdependent. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "The World in My Classroom"; (2) "Trading Places"; (3) "Dollar for Dollar"; (4) "Business Matters"; and (5) "Global Business Challenge." The student materials are accompanied by: an introductory letter to parents; a vocabulary list and companion terms in other languages; the "Global Discovery" booklet; a "Business Journal"; a "Certificate of Achievement"; and a teacher evaluation form. (EH)

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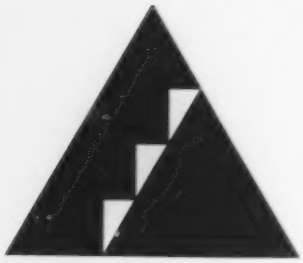

Junior Achievement®

Guide for Consultants and Teachers

OUR WORLD®

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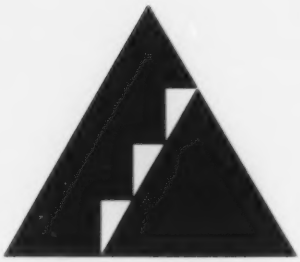

Junior Achievement®

Guide for Consultants and Teachers

OUR WORLD®

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TABLE OF CONTENTS

Introduction

Foreword 1
Program Overview 2
Program Materials 3
Preparing for Class 3

Master List of Materials 6

Activity Plans

1. The World in My Classroom 7
2. Trading Places 11
3. Dollar for Dollar 15
4. Business Matters 19
5. Global Business Challenge 23

Foreword

Junior Achievement Inc. is a not-for-profit organization financed by businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives. Since its founding in 1919, Junior Achievement has contributed to the business and economics education of young people in the United States and throughout the world.

- **The Elementary School Program** is an economics and business curriculum for students in kindergarten through grade six. *Ourselves* introduces the economic role of individuals, and *Our Families* discusses the role of families in the local economy. *Our Community* examines the responsibilities and opportunities available to those within a community, and *Our City* considers economic development, local businesses, and career opportunities. *Our Region* features economic and business resources in state and regional economies, and *Our Nation* studies business operations and economic issues in the United States. *Our World* surveys world resources, economic systems, monetary exchange, and trade.

- **The Middle Grades Program** is an economics and business curriculum for seventh-, eighth-, and ninth-grade students. *Personal Economics* helps students assess their personal skills and interests, explore career options, learn job-hunting skills, and practice personal and family financial management. *Enterprise in Action* regards the principal characteristics of the U.S. economic system and the role of business in it. *The International Marketplace* shows students how they are connected, through trade, to people and cultures throughout the world. *The Economics of Staying in School* explains the economic benefits of education.

- **The High School Programs** offer curricula for students in ninth through 12th grade. *Economics* is a one-semester course in which students learn the fundamental concepts of micro-, macro-, and international economics and apply them in intellectually engaging ways. *Success Skills 2000*® helps students to acquire competencies and skills necessary for the workplace by learning interpersonal skills and problem-solving strategies. *Workplace Internships* offers the opportunity for students to apply job-related skills and develop characteristics for the workplace. *Success Now* helps students develop personal skills for the workplace and guides them in their career search. *Company Program* teaches students how to organize and operate a business enterprise that can be part of a school course or can be used with school clubs and organizations. *Leadership JA* helps students to become active community leaders by studying about and working in the local economy. *GLOBE* brings together students from two different nations to form an import/export company that engages in international trade.

All Junior Achievement programs are field-tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906
http://www.ja.org

Program Overview

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

Themes

The Elementary School Program is built on major organizing concepts appropriate for the elementary grades. The students will learn business and economic concepts and skills at each grade level that build on those taught in preceding grades. The illustration below shows the roles of the students, the context in which these roles are played, and the skills needed for successful participation in the free enterprise system.

Three important roles we assume in order to become contributing members of society are those of INDIVIDUAL, WORKER, and CONSUMER. The individual develops personal characteristics including a sound self-concept, taking responsibility, cooperating with others, and setting personal goals. The worker learns the value and importance of work, kinds of work people do, and employers' expectations. The consumer decides how to allocate scarce resources.

The framework in which these roles are carried out is the community. The community is an ever-expanding environment in which the students move from the immediate, concrete environment to a more global, abstract environment.

The skills needed to successfully operate within the economy are represented by DECISION MAKING and WORKFORCE READINESS. The decision-making skills represent a logical analysis of economic issues. Workforce-readiness skills represent those skills which enable the worker to adapt to workplace demands and expectations.

Goals

Our World is designed to introduce students to key aspects of global trade and to help them understand how most countries are economically interdependent.

The goals of *Our World* are to

- develop the students' awareness of global trade and the difference between exports and imports.
- help the students discover the benefits and complexities of global trade.
- increase the students' understanding of the role of foreign exchange in global markets.
- increase the students' knowledge of key aspects of economies in various countries.
- heighten the students' awareness of how businesses contribute to a global economy.
- supplement the elementary social studies curriculum with business and economics-related skills and concepts.
- make the students aware of the importance of education for global job opportunities.

Dear Consultant:
Junior Achievement appreciates the commitment you have made to the program's success. We are certain you and your students will find this program to be an informative, worthwhile, and enjoyable experience.

Program Materials

Each kit contains the materials you will need to successfully conduct the program. Please review all of the materials, and call your local Junior Achievement office if your kit is incomplete.

Guide for Consultants and Teachers

Each kit contains two guides. The guide for the teacher is in the Teacher Envelope. The guide's features are designed to keep your preparation time minimal.

Master List of Materials–The program requires that students use hands-on materials, so you will need to spend some time reviewing and organizing the materials prior to most classes. For your convenience, a master list of materials is provided on page 6.

Symbols–The symbol indicates that the information is primarily for the teacher, but consultants also may use the materials and teaching ideas.

The symbol indicates options for delivery.

Activity Plans

Overview–A summary of the activity is provided for consultants and teachers.

Objectives–Learning outcomes state skills and knowledge students will gain from each activity.

Concepts and Skills–Concepts and skills are listed for each activity.

Preparation–Tips for getting ready for each session are provided here.

Time–Average time for the activity is 45 minutes.

Materials–This section lists the materials needed for the activity. Supplementary materials may not be provided.

Presentation–This detailed script guides consultants through the activity and discussion, ensuring a smooth presentation of objectives. Margin notes suggest alternative strategies and give recommended time guidelines.

Summary and Review–Consultants are encouraged to reemphasize objectives before concluding each session.

Setting Personal Goals–In this section the students are encouraged to relate the activity to education goals and career opportunities.

Business Journal Follow Up–This note directs teachers to an activity that reinforces the concepts and skills presented.

Interdisciplinary Activities–Teacher-directed activities described here can extend student learning.

Certificates and Pins

Certificates of Achievement and Achievement pins for the students have been included in the kit to recognize their participation in the program. You will need to obtain an up-to-date class list from the teacher in order to complete the certificates. Please make sure you have signed each certificate and correctly spelled each student's name.

Plan with the teacher for the most effective way to distribute the certificates and/or the pins, and encourage the students to show them to their families.

Teacher Envelope

Included in your kit is an envelope that contains 1 Guide for Consultants and Teachers, 32 Letters Home, 32 Business Journals, 1 Comments form, and 1 Pre- and Post-program Questionnaire. Be sure to give the envelope to the teacher during your observation visit.

Answers to the Pre- and Post-program Questionnaires

1. **b. exports**
2. **Cars and trucks** **Televisions**
   Cotton cloth **Oil**
   Athletic shoes
3. **I can obtain more of the things I want and need.**
   Answers will vary.
4. **a. 2,250**
   b. 9
5. **a. international marketing decisions.**

Preparing for Class

Schedule a class visitation and planning session with the teacher. Both visits will help you to determine the school's particular goals and objectives for the program and to learn the students' interests or needs. Discuss your program objectives with the teacher, and ask him or her about activities the students enjoy the most, their general abilities, and tips for classroom management. Give the teacher the Teacher Envelope.

Observing the Students

It's true times have changed since you were in school, and so have the students. But not as much as you might think! If you take a few moments to answer these questions, you will be well on your way to understanding many of the students in your class.

While you are visiting the classroom, take note of the following:

- How many students are there? Knowing this will help you decide how to divide the class into small groups.
- How does the teacher encourage orderly participation? For example, do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently?
- Does the classroom have a clock, or will you need to bring a watch?
- Where can you display posters and visuals? Will you need tape or push pins to display them?
- How is the room arranged? Will you need to move desks or chairs for any part of your presentation?
- Will you be able to count on the teacher's help? Do you see any potential problems with your presentation or with the class? Try to discuss your observations with the teacher.

The most striking aspect of your class will be the wide variation in student ability, maturity level, and interests. In fact, you will quickly discover that your students have critical social, personal, and academic needs. That is one good reason for you to approach them with sincerity and respect. Learn their names, and compliment them to encourage their participation. When appropriate, award prizes such as cookies or candy (if permitted) or novelty items imprinted with your organization's logo. Finally, relate the activities to their current and future needs; personalize everything!

Meeting With the Teacher

While you have the primary responsibility for presenting the program, the teacher is crucial to the program's success. If this is your first visit with the teacher, give him or her the Teacher Envelope. Together with the teacher, scan the overview and objectives for each activity.

Ask the teacher:

- To describe the students' interests and abilities.
- To give you ongoing feedback on how to communicate effectively with the class.
- To review or introduce concepts to prepare the students for your visits.
- To stay in the classroom during your presentations to assist and discipline the students, when needed.
- To explain school policies and communicate any schedule or calendar changes to you. (Be sure to exchange phone numbers should either of you need to contact the other outside of class.)
- To help you acquire audiovisual equipment, if needed, and assist with field trip plans, when appropriate.

Reviewing the Activities

After you have observed the students and met with the teacher, you will have the background knowledge you will need for your class visits. The steps that follow may further help you plan your visits.

1. Read activity plans and related student materials.
2. Review the objectives. Do they complement your goals?
3. Read the preparation requirements. Will you have enough time to gather the materials?
4. Visualize yourself presenting the activities. Decide whether the presentations need to be modified to suit your style.
5. Depending on your style and the students' interest and abilities, activities may take more or less time than expected. Overplan, but know how you can abbreviate an activity, if needed.
6. How can you enrich activities by drawing on your own experiences? Develop examples that are relevant to your class.

Teaching Techniques

- Arrive early, but don't interrupt the class in session.
- Wear your business attire.
- Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable table tents on which the students can write their names are included in each kit.
- Be yourself. Tell the students about your early aspirations and how you got your current job. Don't let any skepticism or indifference from the students dampen your enthusiasm.
- Don't lecture for more than five to 10 minutes, and review the main points you wish to make. Use examples of your own experiences or those of the students, and avoid any use of ethnic or gender stereotypes.
- Invite questions from the students and ask them questions to keep them involved and active. Give clues if the students don't respond, but don't answer your own questions. Try to involve as many students as possible, and occasionally call on students who have not raised their hands.
- Use language the students can understand, but don't talk down to them.
- At the beginning of the session, state the behavior you expect from the students. Reinforce this by praising examples of good behavior: "I really like the way Bobby is sitting up and listening."
- Elementary school students will usually be very excitable and talkative. To get them to quiet down:
  - let them know they must raise their hands before they speak;
  - tell them they are being too loud, then wait until they are quiet to go on;
  - encourage them to listen to others;
  - speak to them in a quieter voice;
  - stop speaking until they settle down;
  - use the term "all eyes on me."
- Never criticize a student's questions. All questions deserve an honest response. If you don't know an answer, offer to find it.
- Avoid criticizing or rejecting wrong answers from the students. Instead, continue to guide students to the answer by clarification.
- Give general instructions before dividing the class into small groups.
- Circulate among small groups to answer questions and make sure the students are on task.
- Know the school's policies regarding visitors.
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.
- Leave discipline to the teacher.
- Tailor your presentation to meet the needs of the students and the teacher.
- In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present.
- Review the above tips often. But know that you'll be remembered because you cared about, were prepared for, and shared with the students.

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Master List of Materials

Listed below are the materials needed for *Our World*. Quantities are based on a class of 32.

Quantity	Item	Activity			
		1	2	3	4
1	Guide for Consultants and Teachers	•	•	•	
1	Teacher Envelope (1 Guide, 32 Business Journals, 32 Letters Home, 1 Comments form, 1 Pre- and Post-program Questionnaire)	•	•	•	
32	Table tents	•	•	•	
1	Junior Achievement banner	•	•	•	
1	World wall map	•	•	•	
32	*Global Discovery* workbooks	•	•	•	
32	Bookmarks	•			
6	Puzzles		•		
6	Foreign currency pieces			•	
1	International Marketing Task wall chart				
32	Certificates of Achievement				
32	Achievement pins				
1	Comments form	•	•	•	•

THE WORLD IN MY CLASSROOM

OVERVIEW

The students identify imports within their own classroom and use a world map to find their sources. The students discover that businesses trade–import and export–in a global economy.

OBJECTIVES

The students will:

- define import and export,
- distinguish between domestic trade and global trade, and
- recognize evidence of global trade.

PREPARATION

Review the activity and the list of materials. You may need to gather imported items for the treasure hunt. Arrange them in separate boxes for each group, or ask the teacher's permission to place the objects around the room before the students arrive.

Explain to the teacher that the activity will involve small groups, and ask for help assigning the students to appropriate groups. Explain that these same groups will be formed whenever the students work in groups.

Ask the teacher where you can display the world wall map and the Junior Achievement banner. Ask the teacher to have the students write their names on the table tents and place them on their desks before you arrive.

Bring an imported watch for the activity, and ask the teacher to bring one too. Also, if you have received a gift from someone in another country or purchased something during your own travels, consider bringing the item to show the students.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 32 table tents
- 1 world wall map
- 32 *Global Discovery* workbooks
- 1 or 2 imported watches (not in kit)
- 32 bookmarks
- 1 Junior Achievement banner
- items for treasure hunt (not in kit)
- pens or pencils (not in kit)

CONCEPTS

Trade
Domestic trade
Global trade
Global economy
Business
Import
Export

SKILLS

Collect evidence of global trade
Distinguish between countries and continents
Teamwork
Relate text information to prior knowledge
Take notes

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PRESENTATION

10 minutes

Introduction

Greet the students. Tell them your name, and describe your job and your interests. Tell the students where you went to elementary school. Explain how your education has helped you to succeed.

If you have traveled abroad or do so in your job, discuss your experiences briefly. Talk about where you went and what you saw. Tell the students about those goods and services from abroad with which you are familiar, either personally or professionally. Consider showing the students an item you purchased from another country. Tell the students why you think it's special.

Give the students a brief overview of Our World. Tell them that over the next few sessions they will discover that people from various countries trade (exchange) the products they make. The students will discover why people trade, how people trade, who trades, and what people need to know when they trade. By their last activity, the students will present global business plans based on questions they will answer at the end of every activity.

Trade is an exchange of goods or services.

Define **trade** as an exchange of goods or services, and write this definition on the chalkboard. Tell the students that people trade most often as individuals or as employees of businesses. Explain that when people and businesses trade within their own country, it is called *domestic* trade, but when people and businesses trade with people and businesses in other countries, it is called *global* trade. If needed, give examples of each type of trade.

Write on the chalkboard, "The World in My Classroom." Tell the students that they are going to collect evidence of global trade in their classroom. As an example, remove your watch and look to see where it was made. Ask the teacher to do the same with his or her watch. **Be sure that you and the teacher have watches made in countries other than the United States.**

Imports are goods or services bought from another country. **Exports** are goods or services sold to another country.

Write "Imports" as a heading on the chalkboard. Beneath it write, "watch." Beside the word "watch" list the countries where your watch and the teacher's were made. Ask the students if they can explain the difference between **imports** and **exports.** Emphasize that imports are goods or services bought from another country, and exports are goods or services sold to another country.

15 minutes

Activity: Part 1

Divide the class into six groups. Distribute the *Global Discovery* workbooks and ask the students to write their names on them. Ask the students to turn to page 1.

For the purpose of this activity, identify only those items made in countries other than the United States.

Explain that the students will go on a treasure hunt within the room to find items made in other countries. They will have five minutes. They will remain in their groups as they move quietly through the room finding as many items as they can. Tell the students that you and the teacher will help them if they have difficulty identifying items or their countries. Each student in a group should record the items and where they were made.

After five minutes, have the students return to their seats. In turn, ask two students from each group to come up to the Our World wall map. This will enable all groups to participate. As one student reads the name of the item and the country where it was made, the other student should point to the country on the map. Encourage the students to use the words "imported from" to reinforce the term. For example, a student might say, "We found a pen imported from China."

Option: List the items and countries on the chalkboard.

After each group has reported, distribute a bookmark to each student. Explain that the bookmark lists the key vocabulary for Our World in English on the front and in other languages on the back. Explain that differences in language can sometimes make trade difficult with other countries.

Activity: Part 2

15 minutes

Point to the world map and ask the students where countries are found. Emphasize that the world's major land masses are called continents, and countries are merely areas within each continent. The seven continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica. Australia is the only land mass that is both a country and continent; Antarctica is a continent, but not a country.

Antarctica presents a special challenge, and a group of students might like to try it instead of another continent. While it is a continent, it has no countries. Argentina, Australia, Chile, France, New Zealand, Norway, and the United Kingdom all claim portions of Antarctica, and they (and other countries) maintain scientific research facilities there. Tourism is the only other economic activity. Antarctican trade for scientific or tourist purposes would actually occur with a company in one of these seven key nations before a plane or ship left for Antarctica. Antarctica actually has 37 airports and no shipping ports; ships must anchor offshore.

Tell the students that you are going to assign a continent to each group. Assign North America, South America, Asia, Europe, Africa, and Australia. Explain that over the next few sessions, each group will be given some questions about global business to answer. The objective is for each group to research the many issues U.S. businesses face conducting trade with countries on other continents.

Have the students turn to page 2 in their *Global Discovery* workbooks. Read the Global Business question for Activity 1. Tell the students to use their workbooks to record their answers.

Global Business Question for Activity 1: What countries lie within the continent you were assigned? Choose one country with which you might like to do business.

Optional Challenge: Determine how far it is from your city to the capital city of the country you chose. (If you have Antarctica, determine how far it is from your city to the capital city of one of the countries that has made a claim to a portion of Antarctica.)

As time is available, the groups can get started using the world wall map and any other resources available in the classroom.

Summary and Review

5 minutes

Briefly review the vocabulary you introduced this session.

- **Trade** is an exchange of goods or services.
- **Imports** are goods or services bought from another country.
- **Exports** are goods or services sold to another country.

Leave materials with the teacher for students who are absent.

Reinforce the global business activity. Call on one student in each group to name his or her continent. When the session is over, collect the *Global Discovery* workbooks and give them to the teacher.

Setting Personal Goals

Have the students think about the imported items they found. Ask,

- ▲ How do such items get to the United States?
- ▲ Can you name some of the people or jobs involved in getting these items here?

For the Teacher

Business Journal Activity

The activity on page 1 is designed to reinforce The World in My Classroom.

Interdisciplinary Activities

Language Arts

- ▲ Have the students write a letter to one or more local companies with international connections. Have them request information on the products or services the companies provide and the countries with which the companies are affiliated. With the responses they receive, the students could design a bulletin board map connecting their community with different countries in the world.

History

- ▲ Bring in imported items that were made in places one can no longer find on a map, like Occupied Japan, Czechoslovakia, East or West Germany, Formosa, or the U.S.S.R. Discuss when the item must have been made and what historical events occurred to bring about a name change.

Math

- ▲ Divide the class into small groups, and assign each group four to six countries. Ask the students, "If it is 12 o'clock p.m. here, what time is it there?"

Resource Speaker

- ▲ Contact local collectors of imported coins, stamps, plates, flags, dolls, etc. Ask them to bring their collections to the class to discuss them.

TRADING PLACES

OVERVIEW

The students discover through a puzzle-solving activity that businesses often import and export goods and services to meet the wants and needs of the people in their countries.

OBJECTIVES

The students will:

- examine various reasons businesses trade natural, human, and capital resources and
- identify supply and demand as reasons why people trade.

PREPARATION

Review the activity and the list of materials. Note that the students will need to be arranged in the same groups as the last activity.

Lay the six puzzles on a table. Find the import box on each puzzle. Follow these steps.

1. Remove two pieces from each puzzle's import box.
2. Switch Mexico's import (computers) with the United State's import (oil).
3. Switch France's import (wool) with the United Kingdom's import (perfume).
4. Switch Zaire's imports (cameras and TVs) with Japan's import (diamonds).
5. Get six bags or other containers for the puzzles.
6. Take apart one puzzle. Put its pieces, including the two switched pieces, in one of the containers.
7. Repeat for the other puzzles.

Display the world wall map and the Junior Achievement banner. Use the table tents from the previous activity.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 32 table tents
- 32 *Global Discovery* workbooks
- 6 puzzles
- 6 containers for puzzles (not in kit)
- 1 Junior Achievement banner
- 1 world wall map
- pens or pencils (not in kit)

CONCEPTS

Trade
Resources
Import
Export
Markets
Supply
Demand

SKILLS

Draw conclusions
Construct puzzles
Teamwork

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PRESENTATION

5 minutes

Introduction

Review the definition of trade from the first activity. **Trade** is an exchange of goods or services. Explain that people trade things of value, known as resources. **Resources** are something of value that you use.

Resources are something of value that you use.

Emphasize that when people talk about trade between countries, they most often mean trade between business people of each country. Give some examples: Colgate-Palmolive workers selling (exporting) toothpaste to Gum (Goom) Department Store workers in Russia, Safeway workers buying (importing) bananas from Dole workers in Costa Rica, and Pier One Imports workers buying (importing) wicker furniture from business people in Thailand. Give these examples as you point to the various countries on the world wall map. Try to add some local examples or examples from your business.

Ask the students for any additional examples. Then tell the students that today they will discover six imports for six countries. The countries are the United States, Mexico, Japan, Zaire, France, and the United Kingdom. Point to the countries on the world wall map.

15 minutes

Activity: Part 1

Divide the class into the same six groups you used in the first activity. Give each group a puzzle. Select one student in each group to make sure all pieces are put back in the container after the activity.

Allow about 5 minutes for the groups to piece the puzzles together. The students should notice rather quickly that they can't complete their puzzles because they have two incorrect pieces.

Encourage the students to suggest solutions to their problem. If they don't figure it out on their own, help them to determine that another group may have their missing puzzle pieces. Have a student from each group go to the other groups to *trade* for their missing puzzle pieces. Have the students finish their puzzles.

10 minutes

Discussion

Have the groups look at the country maps on their puzzles. Ask one student from each group to identify what resources its country imports and what resources it exports. After the students give their answers, explain that resources can be identified as *natural*, *human*, and *capital*, and businesses can trade all three. Businesses trade for natural resources, which they often call raw materials, to make finished products. The oil from Mexico and the diamonds from Zaire are examples. Businesses trade for capital resources, which are the finished goods. The cameras from Japan, computers from the United States, the perfume from France, and the sweaters from the United Kingdom are examples. Businesses can trade for human resources too, which is the labor needed to make products. For example, when U.S. computer manufacturers have workers in Mexico or other countries assemble their computers, they are trading money for human resources.

Ask a series of questions to encourage the students to understand some reasons why people trade:

- Why do businesses trade for natural resources?
  The businesses need the materials to make their products. Another country might have a less expensive source, better quality, the right kind, etc. For example, Dole buys bananas from other countries because not enough grow in the United States. Companies in Japan buy wood from the United States because their forests don't provide enough to meet the need for wood.

- Why do businesses trade for human resources?
  Sometimes there are only certain people with the skills we need at the right price. For example, an insurance company in California has many employees in Ireland because they are skilled in computers and customer service, and they are inexpensive to pay.

- Why do businesses trade for capital resources?
  Sometimes it's less expensive for another country to make the product, then ship it here. Sometimes people here like the style, color, size, price, and more of products they can get from another country. Sometimes a business in another country makes just the product another business wants. For example, many U.S. consumers like Japanese automobiles for many different reasons even though cars are made here too. So many car dealers order cars from Japan.

Emphasize that resources often are traded because of issues related to supply and demand. For example, Japan doesn't have a big supply of wood, but businesses there want (or demand) wood. In just the opposite case, many people in the United States want or demand fresh fruit and vegetables in the winter. However, countries that can supply them are found below the equator where the seasons are reversed.

Activity: Part 2

10 minutes

Distribute the *Global Discovery* workbooks and have the students turn to page 2. Read the Global Business Question for Activity 2. Tell the students to use their workbooks to record their answers.

Global Business Question for Activity 2: What product would you like to sell to the country you chose to do business with? Why did you choose this product? Who will buy your product?

Optional Challenge: Give two or three reasons why people would be interested in your product.

If you and the teacher choose to assign the optional challenge, be sure to give the students an opportunity to write it down in their workbooks.

Summary and Review

5 minutes

Ask the students to give some reasons businesses trade resources. Identify how the reasons they give relate to supply and demand. When the session is over, collect the *Global Discovery* workbooks and give them to the teacher.

13

Setting Personal Goals

Challenge the students to identify a business that does *not* have a tie to international trade.
Ask the students,

- ▲ Do all businesses have connections with international trade?
- ▲ Do you think someday your job may have a tie to international trade?

For the Teacher

Business Journal Activity

The activity on page 2 is designed to reinforce Trading Places.

Answers:

1. Italy
2. Egypt, Venezuela, or Canada
3. Philippines
4. Australia or Canada
5. Australia
6. Egypt, Italy, or Venezuela

Interdisciplinary Activities

Science

- ▲ Have the students list inventions that have changed the way people live and work, like cars, sewing machines, chewing gum, and bicycles. In what countries were these items invented? What would the students' lives be like if international trade didn't exist?

Social Studies

- ▲ Ask an import car dealership for a sticker price that itemizes the tariff. Distribute copies of the sticker price and ask the students, "What is a tariff? What does it add to the price of an imported car?" Discuss with the students how tariffs can *help* trade by protecting domestic businesses and jobs. Also discuss how tariffs can *hinder* trade by raising prices unnecessarily or by encouraging other countries to put tariffs on U.S. products.

Art

- ▲ Have the groups of students research their countries' major imports and exports. Have the students design bulletin boards or maps with illustrations of the imports and exports for each country.

DOLLAR FOR DOLLAR

OVERVIEW

The students discuss how countries trade, and they are introduced to exchange rates. They engage in a trading activity that illustrates some of the complexities of global trade.

OBJECTIVES

The students will:

- identify the role of money in global trade and
- compute currency conversions.

PREPARATION

Review the activity and the list of materials. Explain to the teacher that the activity involves math calculations, and ask him or her to help the students, as needed.

Obtain a foreign exchange table from a newspaper or a bank to show the students. Consider making an overhead transparency of it. To ensure your comfort level, practice converting currencies using the table on page 17.

Display the world wall map and the Junior Achievement banner. Use the table tents from the previous activity.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 32 table tents
- 32 *Global Discovery* workbooks
- 6 pieces of foreign currency
- 1 world wall map
- 1 dollar bill (not in kit)
- 1 Junior Achievement banner
- 1 foreign exchange table from newspaper (not in kit)
- pens or pencils (not in kit)
- calculators (not in kit)
- overhead transparency (optional)
- overhead projector (not in kit)

CONCEPTS

Currency
Exchange rates
Trade
Resources
Import
Export

SKILLS

Convert currencies
Demonstrate calculations
Teamwork

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PRESENTATION

15 minutes

Introduction

Review *why* people trade. Specifically, mention that people, especially business people, trade raw materials, labor, and finished goods (natural, human, and capital resources). Discuss differences in the supply of and demand for resources, the labor required to produce the products in demand, consumer preferences, etc. In general, explain that people trade to obtain what they want or need.

Ask the students *how* people trade. As you do, hold up a dollar bill as a clue. Ask them to give a reason why money is important to trade. After a few responses, emphasize that people generally use money to make trading easier; it helps people make exchanges. Tell the students that money is important because it has value; when you get money in exchange, you can keep it to buy something else later. Finally, tell the students that money measures the value of what you're buying because you can put a price on it.

Economists refer to the three characteristics of money as (1) a means of exchange, (2) a medium of value, and (3) a measure of prices.

Briefly role play a trade. Approach a student and offer to trade your pencil for his or her shoes. When the student says, "No," ask, "Why not?" Ask the student how he or she measured the value of the trade. Ask, "Would using money be easier?" The students should quickly realize the importance of money to trading.

Point out to the students the pictures of important people, serial numbers, dates, colors, sizes, and watermarks. Mention that new money often is issued when governments change.

Ask the students if all countries use the same money. Ask the students to name some other currencies. As they answer, randomly distribute the pieces of foreign currency. Distribute your $1 bill too. Tell the students to pass the different currencies around. Give them a few minutes to examine the currency. Discuss with the students the similarities and differences among various currencies. **Be sure to tell the students that the foreign currency being distributed is no longer in circulation. It has no value.**

Ask the students if currencies that are in circulation have the same value. Hold up a foreign exchange table from the newspaper. (If you prepared an overhead transparency, place it on the overhead projector.) Explain that since not all currencies have the same value, in order for businesses to trade, they need to be able to convert their money into the currency of the country with which they are trading. If appropriate and if time allows, discuss your personal or business experience with foreign currency.

15 minutes

Activity: Part 1

Distribute the *Global Discovery* workbook and have the students turn to page 4. Point out the exchange rates table at the top of the page. A copy of the table is provided on page 17.

CURRENCY TRADING

EXCHANGE RATES

Country	What foreign currency equals in U.S. dollars	What $1 U.S. equals in foreign currency
Australia	$.79	1.26 dollars (Australian)
Chile	$.002	407 pesos
China	$.12	8.35 yuan
France	$.20	5.45 francs
Israel	$.32	3.15 shekels

Using the table, explain how an exchange would work:

- If a citizen of Australia gave you one Australian dollar, you would give him or her 79 U.S. cents.
- If you gave a citizen of Australia one U.S. dollar, he or she would give you 1.26 Australian dollars.

Explain that the students are going to use these exchange rates as they complete the table on page 4.

- They will convert five U.S. dollars into various foreign currencies to buy a Big Mac.
- They will count their change in foreign currency.
- They will convert their foreign currency back into U.S. dollars.
- They will determine how much each Big Mac costs in U.S. dollars.

The first example is completed for the students. Work through it with them so they understand what to do. Do another, if needed, to be sure the students understand. Then divide the class into their six groups to complete the activity.

Your $5	X	What $1 U.S. equals in foreign currency	=	What $5 U.S. equals in foreign currency	–	Cost of Big Mac in foreign currency	=	Your change in foreign currency	X	What foreign currency equals in U.S. dollars	=	Your change in U.S. dollars	Cost of Big Mac in U.S. dollars
U.S. $5	X	1.26 dollars (Australian)	=	6.30 dollars (Australian)	–	1.97 dollars (Australian)	=	4.33 dollars (Australian)	X	$ .79	=	$3.42	$1.58
U.S. $5	X	407 pesos	=	2,035 pesos	–	950 pesos	=	1,085 pesos	X	$ .002	=	$2.17	$2.83
U.S. $5	X	8.35 yuan	=	41.75 yuan	–	9.6 yuan	=	32.15 yuan	X	$ .12	=	$3.86	$1.14
U.S. $5	X	5.45 francs	=	27.25 francs	–	17.5 francs	=	9.75 francs	X	$ .20	=	$1.95	$3.05
U.S. $5	X	3.15 shekels	=	15.75 shekels	–	9.5 shekels	=	6.25 shekels	X	$ .32	=	$2.00	$3.00

Give the students at least 10 minutes to complete this activity. When they are finished, ask for volunteers to explain each conversion. Ask the students for any observations they made about differences in value or differences in cost.

10 minutes

If you and the teacher choose to assign the optional challenge, be sure to give the students an opportunity to write it down in their workbooks.

Activity: Part 2

Read the Global Business Question for Activity 3. Tell the students to use their workbooks to record their answers.

Global Business Question for Activity 3: What price will you charge for your product? If possible, figure out how much that amount is in foreign currency.

Optional Challenge: Find out the average annual income for a person in the country you chose compared to the United States. Is the price you plan to charge reasonable?

5 minutes

Summary and Review

Summarize the important role money plays. Money is a means of exchange, a medium of value, and a measure of prices.

When the session is over, collect the *Global Discovery* workbooks and give them to the teacher.

Setting Personal Goals

Encourage the students to think about the many types of jobs that involve working with money. Specifically, encourage the students to think about the role of banks in international trade.

For the Teacher

Business Journal Activity

The activity on page 3 is designed to reinforce Dollar for Dollar.

Answers: Mexico, Brazil, Ecuador, Japan, India, Turkey, Kenya, Spain, France, and Germany.

Interdisciplinary Activities

Math

- ▲ Obtain a foreign exchange table from a newspaper. Have the students chart the U.S. dollar for one week against the yen, the mark, or the pound.

Social Studies

- ▲ Discuss the economic impact of international events like the Olympics, World's Fair, World Cup, etc. How do countries benefit financially by hosting such events? What are the host's expenses?

- ▲ Research the World Bank and the International Monetary Fund. What are they? What roles do they play in international trade?

Resource Speaker

- ▲ Invite someone who works with foreign currency to talk to the students.

BUSINESS MATTERS

OVERVIEW

The students learn that different businesses struggle with different issues when trading globally. They discover international marketing tasks required by any business entering global markets.

CONCEPTS

Economic systems
Markets
Marketing

SKILLS

Listen
Take notes
Conduct situational analysis
Teamwork

OBJECTIVES

The students will:

- extract information from business case studies and
- assimilate components of an international marketing strategy.

PREPARATION

Review the activity and the list of materials. Read through the case studies in the *Global Discovery* workbook and be prepared to discuss them with the students. Familiarize yourself with the International Marketing Task wall chart and how the case studies relate to it.

Display the world wall map, the International Marketing Task wall chart, and the Junior Achievement banner. Use the table tents from the previous activity.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 32 table tents
- 32 *Global Discovery* workbooks
- 1 world wall map
- 1 International Marketing Task wall chart
- 1 Junior Achievement banner
- pens or pencils (not in kit)

PRESENTATION

Introduction

10 minutes

Review the importance of money to conducting trade. Tell the students that when businesses decide to export their products to another country, they have many decisions to make. Currency exchange is just one decision.

Remind the students of the second activity when they decided who would buy their products. Tell the students when a person buys a product he or she is part of a market. *Markets* are not just supermarkets; they exist wherever a trade occurs. For example, if the students buy music CDs, they are trading in the music CD market. Explain that businesses have to determine the markets for their products. All of the decisions businesses make to identify their markets and get their products to those

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markets are called *marketing* decisions. If appropriate and as time permits, discuss an international marketing decision from your business experience.

Turn the students' attention to the International Marketing Task wall chart. Explain that the various marketing decisions a company must make become more complex as it deals in international trade.

The inner circle shows basic marketing decisions for a company: what the product will be, what price to charge for it, how to promote it, and where to produce it. These decisions are called product, price, promotion, and place.

For example, your product might be a music CD selling for a price of $15. You might promote it on the radio, and you might make it in a business you start in a building downtown.

The outer circle shows what business people have to talk about or consider before they can make their marketing decisions.

- A U.S. business must be careful to obey U.S. *laws*, but it must learn the laws of other countries too in order to trade with them. Laws are made by governments, and governments or laws can change.

- *Competitors* are companies that make similar products. U.S. businesses may know their competitors here, but they must learn about their competitors in other countries.

- U.S. businesses probably know about U.S. *culture* (the languages spoken, what people like and don't like, and how people behave), but they need to learn how cultures are different in other countries.

- *Distribution* is how to get your products to your customers. Transportation decisions are an important part of distribution. Will you send it by airplane, ship, or truck? U.S. businesses can figure out how to distribute their products here, but other countries may not have as many airports or roads, which could make it difficult to distribute your product.

- People measure the *level of technology* by counting things like phone lines, TVs, radios, computers, cars, and other complex products. U.S. businesses make a lot of complex products like CDs. But if you want to sell CDs in other parts of the world, you first have to find out if they have CD players or electricity.

- An *economy* is the system a country has for using and managing its resources. When people say an economy is good, they mean that the resources are being used well. People are working, and they are buying products. When people say an economy is bad, then many people are probably without jobs and can't afford to buy products. U.S. businesses have to be aware of our economy and the economy of any country they want to trade with.

Activity: Part 1

20 minutes

Divide the class into its six groups and distribute the *Global Discovery* workbooks. Assign each group a case study from the workbook. Tell the students that each case study gives an example from the outer circle. Encourage the students to identify the example and why it is important. Have each group write a brief statement about its findings to present to the class. Give the students about 10 minutes to complete the activity.

A case study is a real example of something interesting that happened.

Ask each group to choose someone to report its findings to the class. As each student comes forward, ask him or her to read the case study followed by the group's findings. Point to the headings on the International Marketing Task wall chart that match each of the case studies. Encourage the rest of the class to take notes in their workbooks. Have them record the case study number in the blank beside the appropriate heading on the chart in their workbooks on page 8. Tell the students that what they learn may help them with today's Global Business Question.

Their charts should match this list, but accept other answers the students can support. Some case studies cover more than one issue.

Case Study	Issue
No. 1	Culture
No. 2	Distribution (transportation)
No. 3	Competition
No. 4	Level of technology
No. 5	Laws
No. 6	Economy

Activity: Part 2

10 minutes

Introduce the Global Business Question for Activity 4.

If you and the teacher choose to assign the optional challenge, be sure to give the students an opportunity to write it down in their workbooks.

Global Business Question for Activity 4: What other marketing decisions will you need to make before you can sell your product in another country? Give as many examples as you can.

Optional Challenge: If you wanted to start your own business, where would this business be located? What type of building or office would you need? Where would you get the money to get started? What type of equipment would you need to produce your good or service? What types of skills would your workers need?

Summary and Review

5 minutes

Remind the students of the many marketing tasks a business needs to consider as it decides about product, price, promotion, and place. Tell the students that after companies make all these decisions, they have their marketing plan. Tell the students that their groups have been developing marketing plans. Remind them that they have decided on

- A country to trade with (place)
- A product to sell (product)
- A price to charge (price)
- Marketing tasks to consider (promotion)

Tell the students that next session each group will be expected to report on its international marketing plan, giving its answers to the four global business questions. Encourage the students to take time outside of class to determine how they would like to make their presentations. Encourage them to be creative.

When the session is over, collect the *Global Discovery* workbooks and give them to the teacher. Before you leave, check to be sure you have enough Achievement Pins and Certificates of Achievement for your last visit. Also, obtain an up-to-date class list from the teacher so you can prepare the certificates.

Setting Personal Goals

Encourage the students to think about how people are similar and different around the world. Ask the students if they think students in other countries wear the same clothes, listen to the same music, and eat the same food as they do.

For the Teacher

Business Journal Activity

The activity on page 4 is designed to reinforce Business Matters.

Answers:

1. Europe; inside Italy
2. Imports = consumer goods, food
   Exports = commodities, building stone, lime, wood, chestnuts, wheat, wine, baked goods, hides, and ceramics.
3. 21,313
4. Tourism
5. Italian Lire
6. 1,609.5
7. No
8. Answers will vary.

Interdisciplinary Activities

Social Studies

▲ Have the students research articles in newspapers or magazines about international business. What issues do the articles raise? How do the articles relate to the international marketing task?

▲ Encourage the students to remember the names of world explorers. Ask them to research the purpose of their journeys. What is the same or different about people's attitudes toward international trade today?

Field Trip/Resource Speaker

▲ Invite someone who has lived in another country to speak to the class. Encourage the students to think of questions about differences in geography, culture, language, and more.

▲ Visit a company that is involved in international trade. Have the students ask what products or resources the company imports or exports.

GLOBAL BUSINESS CHALLENGE

OVERVIEW

The students present their international marketing strategies. They explain their product, price, promotion, and place decisions.

CONCEPTS

Marketing

SKILLS

Inquiry
Oral presentations
Teamwork

OBJECTIVES

The students will:

- ▲ demonstrate their knowledge of international trade.

PREPARATION

Review the activity and the list of materials. Be prepared to ask the students questions after they have presented their international marketing strategies.

Gather materials the students might need for their presentations; for example, overhead transparencies, chart paper, and markers. Make arrangements with the teacher to obtain an overhead projector or any other audiovisual equipment.

If Achievement Pins and Certificates of Achievement will be distributed at the end of the class, check with the teacher in advance to determine how they should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.

Display the world wall map, the International Marketing Task wall chart, and the Junior Achievement banner. Use the table tents from the previous activity.

TIME

45 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 32 table tents
- 32 *Global Discovery* workbooks
- 1 world wall map
- 1 International Marketing Task wall chart
- pens or pencils (not in kit)
- 1 Junior Achievement banner
- 32 Certificates of Achievement
- 32 Achievement pins
- presentation materials (not in kit)

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PRESENTATION

5 minutes

Introduction

Tell the students that their big day has arrived. Today the students give group reports to the class. Each group will have five minutes to present its international marketing strategy.

Before any groups begin, ask them if they need any more time to prepare. If needed, give the groups about five minutes to get organized. Make available any of the materials you brought with you.

30 minutes

Activity

Call on the first group to present. Explain to the rest of the class what behavior you expect during the presentations.

- Be quiet and listen.
- Wait until the group is finished to make comments or ask questions.
- Write down any questions you wish to ask.
- Hold your applause until the group is finished.
- Raise your hand when you want to ask a question.

Model the behavior you expect. Sit down and take notes so that you will be prepared to ask questions.

Call time after five minutes, then allow one minute for questions and answers. Be ready to ask a question or two yourself to further the students' analysis of the marketing situations. After each presentation, congratulate the students on their hard work. Mention specifically something about each presentation that impressed you.

5 minutes

Summary and Review

Ask the students to think about one thing they learned during your time with them. Call on students randomly to respond.

Leave materials with the teacher for students who are absent.

Setting Personal Goals

Ask the students where they might get the skills they will need to get a job. Encourage them to think about how they learn in school, at home, and wherever they go. Let them know how important you think it is for them to learn something from everything they do.

5 minutes

PROGRAM CLOSURE

Tell the students that because of their excellent participation during your series of visits, you are going to present each of them with an Achievement pin and a Certificate of Achievement. According to arrangements with the teacher, distribute the pins and certificates. Tell them something you learned from them. Thank the teacher and the students for the opportunity you've had to be with them.

Notes

Notes

Junior Achievement®

PURPOSE

Junior Achievement educates and inspires young people to value free enterprise, business, and economics to improve the quality of their lives.

Junior Achievement®

Our World

Student Materials

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Junior Achievement, Inc.
Colorado Springs, Colorado

Letter Home

Junior Achievement has developed programs for elementary, middle, and high school students. This program—*Our World*—will help students to understand world trade and how it affects their lives. A volunteer from your community will present several lessons, stressing the importance of education and skills needed in the workplace.

We are sure your child will benefit from our program and, we hope, will join in other Junior Achievement programs.

Junior Achievement®

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LETTER HOME—Teacher Envelope

Junior Achievement®

What Is Junior Achievement?

Junior Achievement is a not-for-profit organization that serves young people through its partnership with the business and education communities. Its purpose is to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives.

How Do I Get Involved?

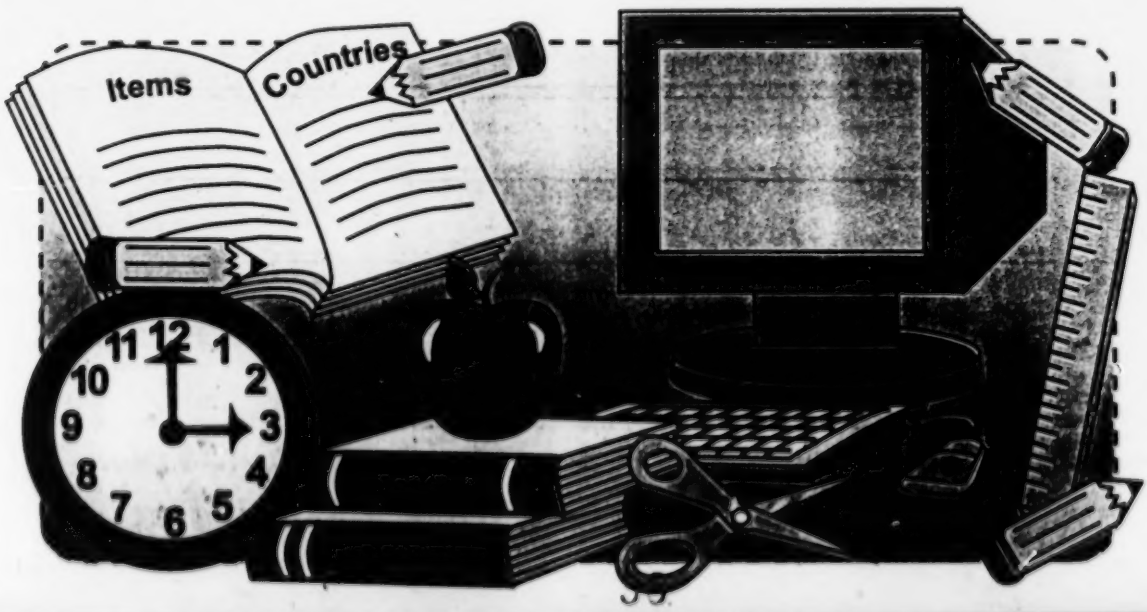
All of Junior Achievement's programs are delivered in classrooms by volunteers like you. To find out more information, contact your local Junior Achievement office.

Junior Achievement®

Global Discovery

Classroom Imports

Items	Countries



Global Business Question for Activity 1

What countries lie within the continent you were assigned? Choose one country with which you might like to do business.

Answer:

Global Business Question for Activity 2

What product would you like to sell to the country you chose to do business with? Why did you choose this product? Who will buy your product?

Answer:

Global Business Question for Activity 3

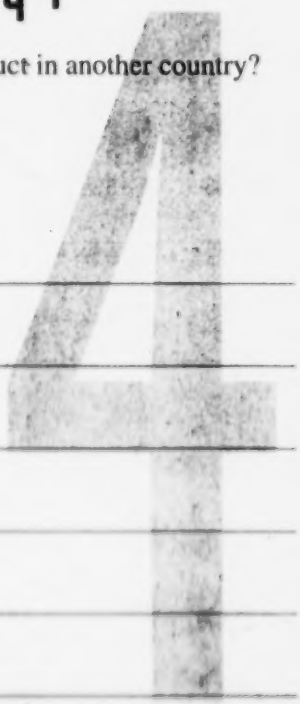
What price will you charge for your product? If possible, figure out how much that amount is in foreign currency.

Answer:

Global Business Question for Activity 4

What other marketing decisions will you need to make before you can sell your product in another country? Give as many examples as you can.

Answer:

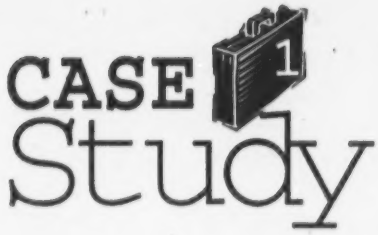


CURRENCY TRADING

EXCHANGE RATES

Country	What foreign currency equals in U.S. dollars	What $1 U.S. equals in foreign currency
Australia	$.79	1.26 dollars (Australian)
Chile	$.002	407 pesos
China	$.12	8.35 yuan
France	$.20	5.45 francs
Israel	$.32	3.15 shekels

Your $5	X	What $1 U.S. equals in foreign currency	=	What $5 U.S. equals in foreign currency	–	Cost of Big Mac in foreign currency	=	Your change in foreign currency	X	What foreign currency equals in U.S. dollars	=	Your change in U.S. dollars	Cost of Big Mac in U.S. dollars
U.S. $5	X	1.26 dollars (Australian)	=	6.30 dollars (Australian)	–	1.97 dollars (Australian)	=	4.33 dollars (Australian)	X	$ .79	=	$3.42	$1.58
U.S. $5	X	407 pesos	=	pesos	–	950 pesos	=	pesos	X	$ .002	=		
U.S. $5	X	8.35 yuan	=	yuan	–	9.6 yuan	=	yuan	X	$ .12	=		
U.S. $5	X	5.45 francs	=	francs	–	17.5 francs	=	francs	X	$ .20	=		
U.S. $5	X	3.15 shekels	=	shekels	–	9.5 shekels	=	shekels	X	$ .32	=		



Countries in Europe want to use the same money. They trade so much and so often with each other that it doesn't make sense for each country to have its own currency any more. So the European Community, as the group of countries is called, is trying to make a Eurodollar coin that can be used by all members.

But the members can't agree about the design of the Eurodollar. Whose picture should they put on it? Every country has different leaders, and it wouldn't be fair to picture one country's leader and not another's. So maybe the Eurodollar shouldn't have anyone pictured on it.

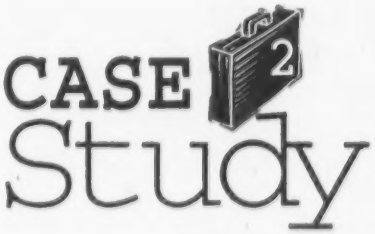
The members can't even agree what metal should be used to make the Eurodollar. They thought they might use nickel, but they found out that 20 percent of Swedish women are allergic to nickel. In fact, many women throughout Europe are allergic to this metal.

Source: Adapted from "The Eurodollar," *All Things Considered*, National Public Radio, Jan. 29, 1997

Marketing Task _____

Why is it important? _____

Cargo handlers and longshoremen are people who work on the docks at shipping ports. They load and unload imports and exports. In late 1996 on the West Coast of the United States, these dock workers and their managers had a disagreement about how much money the workers should be paid. The dock workers got so angry that they decided not to work as fast.

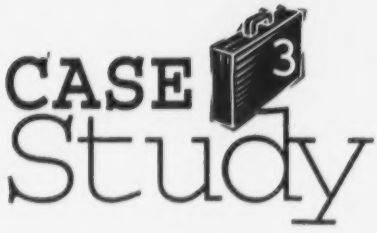


The managers got worried. A slowdown meant less work was being done, but the workers were paid the same amount. That's expensive. Also, exporters and importers couldn't get their products to their customers on time. The managers and dock workers needed to settle their disagreement quickly. If they didn't, importers and exporters would figure out a different way to get their products to their customers.

Source: Adapted from "West Coast Ports Reduce Their Speed," by Frederick Rose, *The Wall Street Journal*, Dec. 24, 1996, p. A2.

Marketing Task _____

Why is it important? _____



In the United States people drink a lot of cola. Some people like Coke. Some people like Pepsi. Pepsi has new plans to find more customers who will drink Pepsi.

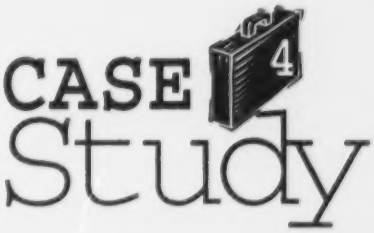
Companies with similar products try to sell to the same customers—the same market. One way a company tries to get your attention so that you will buy its products is through advertising. For example, for years Pepsi used advertising that said, "Choice of a New Generation." Later it used some that said, "Nothing else is a Pepsi." In early 1997 it changed its ads to say, "Generation Next." The managers at Pepsi said the new ads should appeal to young people, who drink a lot of cola.

Nearly everywhere else in the world, Coke has twice as many customers as Pepsi. But Pepsi has found some countries where Coke doesn't sell or doesn't sell very much. So Pepsi plans to start selling more of its products there. It is going to start in India, China, and Eastern Europe.

Source: Adapted from "PepsiCo Draws New Battle Plan to Fight Coke," *The Wall Street Journal*, January 27, 1997, p. B1.

Marketing Task _____

Why is it important? _____



In the United States there are 63 telephone lines for every 100 people. In Mexico there are nine or 10 lines for every 100 people. That's because it is difficult and costly to install telephone lines.

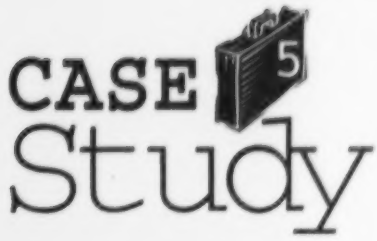
But cellular phones work without telephone lines. So Telmex (Telefonos de Mexico SA), the largest telephone company in Latin America, markets a cellular phone service.

It's still expensive, but people who couldn't get phone service before can get it now. Also, like personal computers, the cost is going down over time. Other companies are selling cellular phone services in the United States, the United Kingdom, Spain, Italy, and Portugal.

Source: Adapted from "Telmex Aims Prepaid Cellular Service at Customers Who Can't Afford Phones," by Craig Torres, *The Wall Street Journal*, Jan. 2, 1997, p. A9.

Marketing Task _____

Why is it important? _____



Children under age 4 or under 40 pounds must sit in child safety seats when they ride in cars. That's a U.S. law. However, many car owners don't or don't know how to put the car seats in their cars so that they work properly. One reason is because there are more than 50 kinds of car seats. When the seats aren't used correctly, the children sitting in them can be injured or killed if the drivers have a car accident.

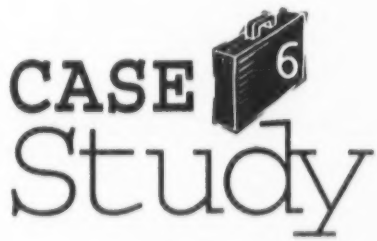
The U.S. government wants to solve this problem. It wants just one kind of car seat. Its National Highway Traffic Safety Administration wants to pass a new law that would change the design of all child safety seats.

If the new law passes, all U.S. car makers will have to obey it. They will have to make sure that the new seats fit in their cars. Of course, if foreign car makers want to sell their cars in the United States, they will have to obey the new U.S. law too. This is fair, because other countries have laws that U.S. car makers must obey.

Source: Adapted from "U.S. About to Issue Rules on Simpler Use of Car Seats" by John M. Broder, *The New York Times*, Feb. 14, 1997, p. A10.

Marketing Task _____

Why is it important? _____



Russia used to be part of the Soviet Union. The Soviet Union was closed to western businesses. The Soviet government didn't want its people to have western clothing, music, or ideas. Then the Soviet system failed and separate countries like Russia were formed. The Russian government hoped that western business people would come and help build a new economy.

An economy is a system for using and managing resources. An economy includes people, businesses, banks, and markets and how they make products to give the people what they want and need. Russia wanted people from other countries to help build its businesses and create new jobs, but many western businesses stayed away. They thought they might lose money.

Russia's economy struggled for years. Finally, in 1997 the Russian economy started getting better. It looked like businesses might do well. Russia hoped that western business people might finally come.

Source: Adapted from "Russia's Progress Lures Foreign Funds," by Neela Banerjee, *The Wall Street Journal*, Jan. 15, 1997, p. A10.

Marketing Task _____

Why is it important? _____

International Marketing Task

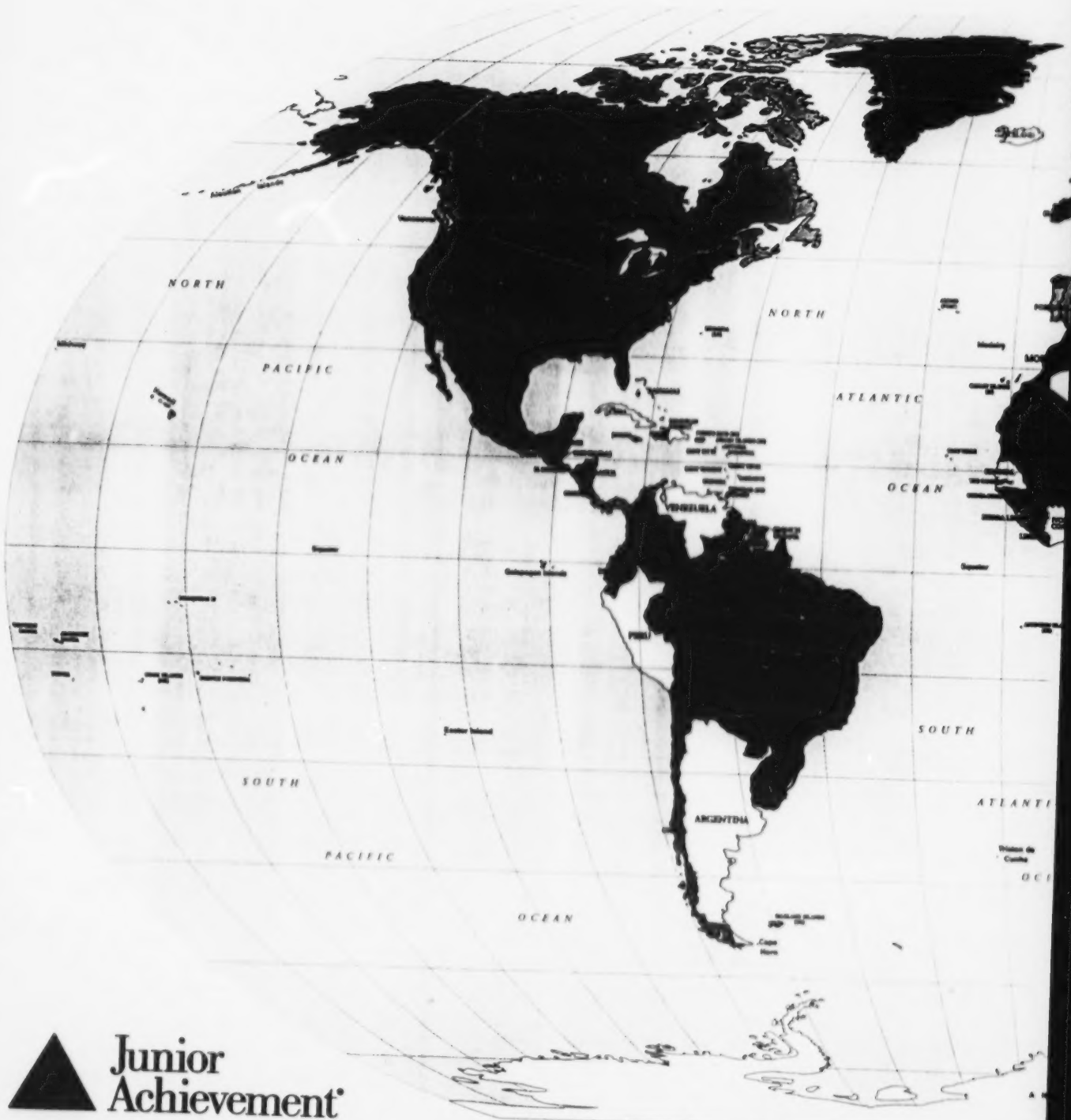
Case Study #____

Case Study #____

Case Study #____

Case Study #____

Case Study #____



Junior Achievement

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GLOBAL DISCOVERY WORKBOOK—Activities 1-5

Our World

Swedish
Varuta
Pengar i omlopp

Russian
Экономика
Система использования
управления ресурсами

German
der Wechselkurs
Betraege, die von einer Waehrung
zur anderen umgerechnet werden.

Japanese

Spanish
Importación
Bienes y servicios traídos de otro
país

Chinese

在於貿易產生之際

Italian
Risorse
Cose di valore utilizzate (naturale
umane, e capitale).

Korean

물건이나 써비스를 교환

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BOOKMARK

Business Journal

Junior Achievement

Our World®

Important Imports

Find as many items in your home as you can that were made in other countries. These are imports.

	Item	Country
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

48

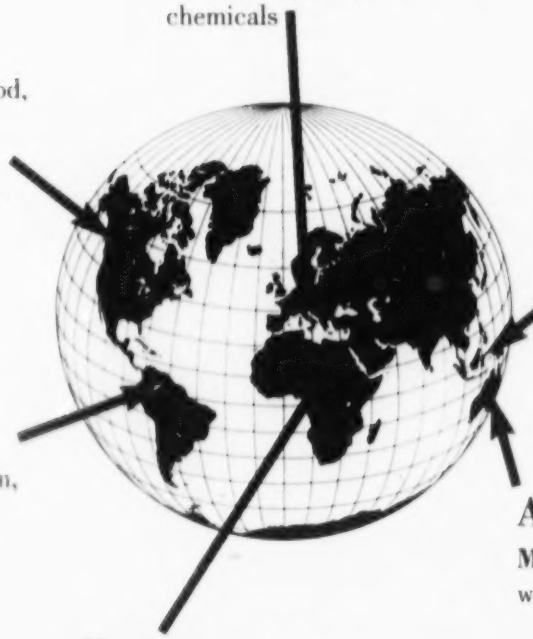
Trading Partners

Italy

Major exports: metals, textiles and clothing, motor vehicles, chemicals

Canada

Major exports: newsprint, wood, oil, machinery, natural gas, aluminum, motor vehicles, telecommunications equipment



Philippines

Major exports: electronics, textiles, coconut products, copper, fish

Venezuela

Major exports: oil, aluminum, steel, chemicals, agricultural products

Australia

Major exports: coal, gold, meat, wool, wheat, machinery

Egypt

Major exports: oil, cotton, textiles, metal products, chemicals

Source: *1996 World Factbook*

1. Name a country Australia might trade with for clothes. _____
2. Name a country the Philippines might trade with for oil. _____
3. Name a country Italy might trade with for electronics. _____
4. Name a country Venezuela might trade with for machinery. _____
5. Name a country Egypt might trade with for wheat. _____
6. Name a country Canada might trade with for chemicals. _____

Map It Out

Follow the writer's journey around the world by reading the letter. Record the names of the countries where currency needed to be exchanged to pay for goods or services.

Anytown, U.S.A.

Dear Friends,

I started my vacation on July 1, an exciting two-week trip around the world. I had saved $1,000 for spending money and I was ready to go.

My first flight landed in Mexico City to refuel. By that time I was starving and decided to buy a taco. The cashier would accept only pesos. Later that day, I finally reached my first destination, the Amazon jungle. As soon as we landed, I exchanged dollars for cruzeiros. It was a good thing that I did, because the tour guide told me to buy a snake bite kit before we went into the jungle.

The jungle was alive with creatures and sounds. The happiest moment of my vacation was when I left the jungle after three days and still hadn't opened my snake bite kit. Giant tortoises and blue-footed boobies were next on my list of things to see. Yes, I went to the Galapagos Islands! On the way my flight went over Mt. Cotopaxi, the highest volcano in the world.

Small fishing boats filled the harbor just waiting to take visitors on tours of the Galapagos Islands. The cost of an island tour was only 10 sucres. That was a bargain, considering I saw the biggest tortoises in the world and birds with blue feet.

The world's highest volcano didn't compare to what I saw next – Mt. Fuji. Taking photographs of the famous mountain, eating sushi, and sightseeing filled the next couple of days. I was having a great time and didn't want to leave. Maybe that's because taking the bus isn't my favorite way to travel, but I didn't have a choice when I arrived in Asia.

The road was full of potholes and the bus trip seemed like a never-ending amusement park ride. But, when I saw the Taj Mahal, a huge building made of marble, I forgot about my aching head and gladly paid my rupees to go inside.

The fields on both sides of the runway in Istanbul were filled with sunflowers. While exploring the city, I saw a man with a dancing bear. For only three lira, the bear would dance while the man played his tambourine.

Two days later, sailing on a boat in Lake Victoria, I wondered if Swahilian kings ever felt as seasick as I did. Here in the former British East Africa, since elephants are used for transportation, I had my first elephant ride.

During the last few days of my trip I climbed the steps of a Moorish castle near Seville, sent postcards from Versailles, and ate Wiener schnitzel in the Frankfort airport. What a trip!

Countries

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Where in the World Is San Marino?

Read the information about San Marino and answer the questions.

1. Where is San Marino? _____
2. What does it import and export? _____
3. What is the population of San Marino? _____
4. What is the biggest contributor to San Marino's gross domestic product (GDP)? _____
5. What currency does the country use? _____
6. How many lire equaled one U.S. dollar in 1995? _____
7. Would boats sell well in San Marino? _____
8. What might be a good product to sell in San Marino? _____

Geography
Location: Southern Europe, an enclave in central Italy
Total area: 60 sq km
Comparative area: about 0.3 times the size of Washington, D.C.
Climate: Mediterranean; mild to cool winters; warm, sunny summers
Terrain: rugged mountains
Natural resources: building stone
Land use: arable land 17%; permanent crops 0%; meadows and pastures 0%; forest and woodland; other 83%
Note: landlocked; smallest independent state in Europe after the Holy See and Monaco; dominated by the Apennines Mountains

People
Population: 24,313 (July 1995 est.)
Ethnic divisions: Sanmarinese, Italian
Religions: Roman Catholic
Languages: Italian
Literacy: 96% (97% male and 95% female) age 10 and over can read and write (1976)
Labor force: 4,300 (est.); 42% industry and 3% agriculture

Economy
Overview: The tourist sector contributes over 50% of GDP. In 1993 more than 3 million tourists visited San Marino. The key industries are banking, apparel, electronics, and ceramics. Main agricultural products are wine and cheeses. The per capita level of output and standard of living are comparable to those of Italy, which supplies much of its food.
GDP: $380 million (1993 est.)
National product per capita: $15,800 (1993 est.)
Inflation rate (consumer prices): 5.5% (1993)
Unemployment rate: 4.9% (December 1993)
Exports: commodities, building stone, lime, wood, chestnuts, wheat, wine, baked goods, hides, and ceramics
Imports: wide variety of consumer manufactures, food
Industries: tourism, textiles, electronics, ceramics, cement, wine
Agriculture: employs 3% of labor force; products - wheat, grapes, maize, olives, meat, cheese, hides; small numbers of cattle, pigs, horses
Currency: 1 Italian lire (Lit) = 100 centesimi; note - also mints its own coins
Exchange rates: Italian lire (Lit) per US$1 - 1,609.5 (January 1995)

Transportation
Railroads: 0 km
Highways: 104 km
Ports: none
Airports: none

Communications
11,700 telephones; automatic telephone system completely integrated into Italian system ; microwave and cable links into Italian networks; no communication satellite facilities; receives television broadcasts from Italy

Source: *1996 World Factbook*

51

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Certificate of Achievement

Name

School

has successfully completed

OUR WORLD®

Consultant

Teacher

Date

Junior Achievement

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Junior Achievement

Our World®

To assist us in improving future editions of *Our World*, please complete both sides of this form and return it to Junior Achievement Inc. Also, please return other materials, like the Guide for Consultants and Teachers, on which you may have made notes that would help us with our revisions. Thank you.

❑	Teacher	Grade Level of Students _____
❑	Consultant	No. of Consultant Visits _____

❑ Please check here if this is your first experience with Junior Achievement.

Materials (Please rate the quality of the materials in your kit.)

The materials were durable.	❑ Yes	❑ No
The materials helped you conduct the activities.	❑ Yes	❑ No
Suggestions in the activities for other materials were appropriate and helpful.	❑ Yes	❑ No
Other materials were needed and should be provided.	❑ Yes	❑ No

General comments about the materials: _____

_____

_____

_____

Program Content and Instruction (Please rate the overall effectiveness of the curriculum.)

The activity plans were easy to read and understand.	❑ Yes	❑ No
The activity concepts were appropriate for the students.	❑ Yes	❑ No
The students understood the concepts and content presented.	❑ Yes	❑ No
The activities stimulated active participation by the students.	❑ Yes	❑ No
The vocabulary was appropriate and clear.	❑ Yes	❑ No
The activities were hands-on and varied.	❑ Yes	❑ No
The activities encouraged the students to be creative and imaginative.	❑ Yes	❑ No
Group activities were effective.	❑ Yes	❑ No
The activities were free of stereotyping or bias.	❑ Yes	❑ No

General comments about the curriculum: _____

_____

_____

_____

_____

Junior Achievement Inc.
Attn: Elementary School Program
One Education Way
Colorado Springs, CO 80906
Fax (719) 540-6119

54

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Activity Plans (Comment on as many activities as you can. Please be as specific as possible.)

	What Worked	What Didn't Work
1. The World in My Classroom		
2. Trading Places		
3. Dollar for Dollar		
4. Business Matters		
5. Global Business Challenge		